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Culturally Responsive PBIS: Making School Discipline Work for All Students

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Is School Discipline Fair?



Chicago Tribune

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TRIBUNE SPECIAL REPORT

School discipline harder on blacks

Analysis of federal data shows racial inequality in suspensions and expulsions nationwide; locally, the gap is widest in Lake and DuPage

By Howard Witt
Tribune senior correspondent

AUSTIN, Texas — In the average New Jersey public school, African-American students are almost 60 times as likely as white students to be expelled for serious disciplinary infractions.

In Minnesota, black students are suspended six times as often as whites.

In Iowa, blacks make up just 6 percent of the statewide public school enrollment but account for 22 percent of the students who get suspended.

Fifty years after federal troops escorted nine black students through the doors of an all-white high school in Little Rock, Ark., in a landmark school integration struggle, America's public schools remain as unequal as they have ever been when measured in terms of disciplinary sanctions such as suspensions and expulsions, according to Little-

FULL COVERAGE

- Supremacist groups seize on Jena 6 controversy. **PAGE 4**
- Compare the state-by-state racial disparity of disciplinary actions against students at chicagotribune.com/discipline

ticed data collected by the U.S. Department of Education for the 2004-2005 school year.

In every state but Idaho, a Tribune analysis of the data shows, black students are being suspended in numbers greater

Suspensions and expulsions by race/ethnicity

U.S. Department of Education statistics show that black students are disciplined at a much higher rate than students of other races. In Illinois, this disparity is slightly greater than the national average.

KEY

- White
- Black
- Hispanic
- Other

These figures represent the makeup of the student body statewide and nationally.

	Enrollment	Suspensions	Expulsions
ILLINOIS	58% White, 20% Black, 18% Hispanic, 4% Other	35% White, 47% Black, 17% Hispanic, 1% Other	36% White, 46% Black, 16% Hispanic, 1% Other
U.S.	58% White, 17% Black, 19% Hispanic, 6% Other	41% White, 37% Black, 18% Hispanic, 3% Other	42% White, 35% Black, 20% Hispanic, 4% Other

Note: Totals may not add up to 100 percent due to rounding.
Source: Tribune analysis of Department of Education data for the 2004-05 school year

PLEASE SEE **DISCIPLINE**, PAGE 6

Chicago Tribune

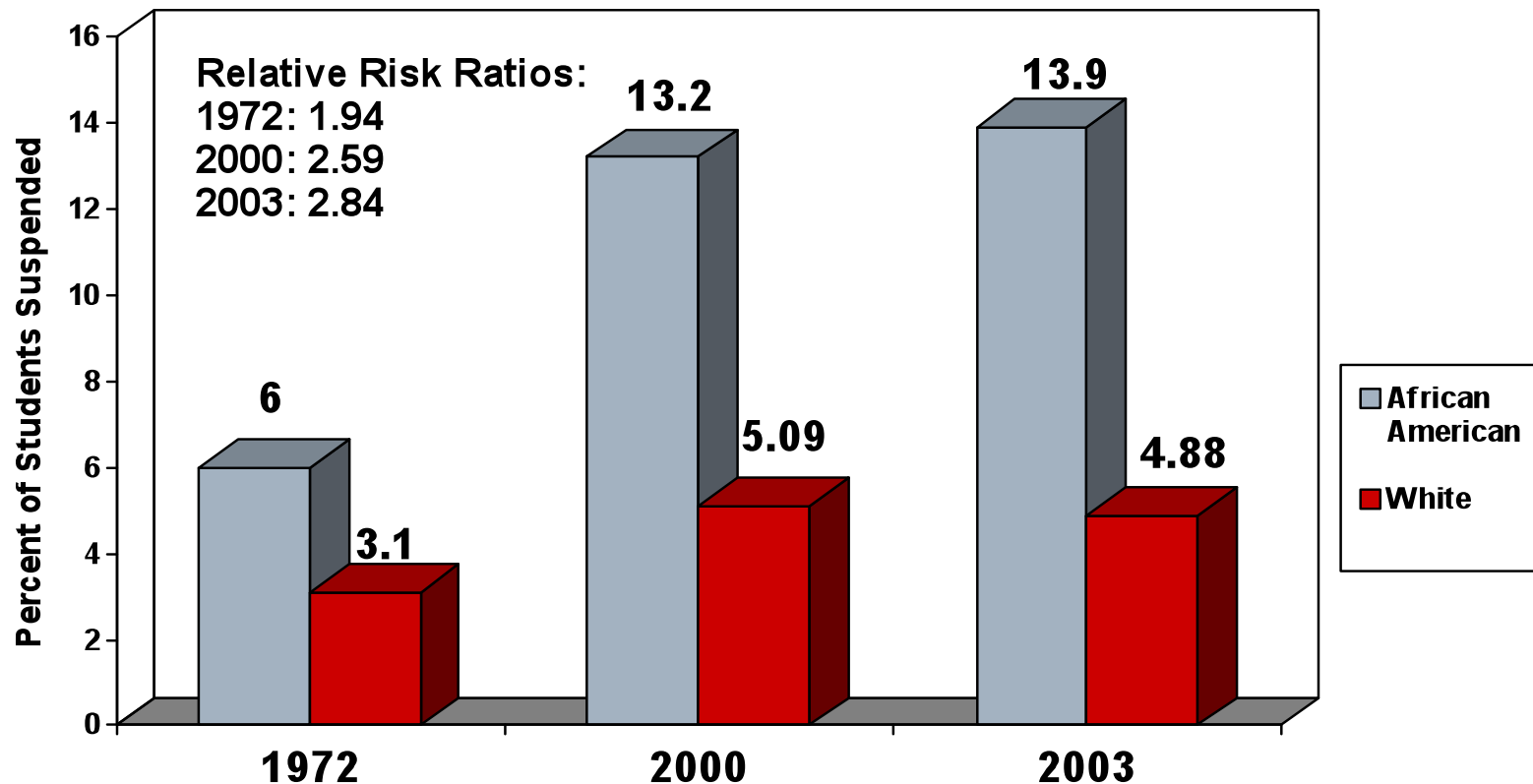


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& EDUCATION POLICY

Is School Discipline Fair?: What Do We Know

- ❑ CDF (1975): Black students suspended 2-3x as frequently
- ❑ Disproportionality found in:
 - Office referrals
 - Suspension & Expulsion
 - Corporal Punishment
- ❑ Latino disproportionality found inconsistently

Disproportionality in School Discipline at the National Level: 1972, 2000, 2003

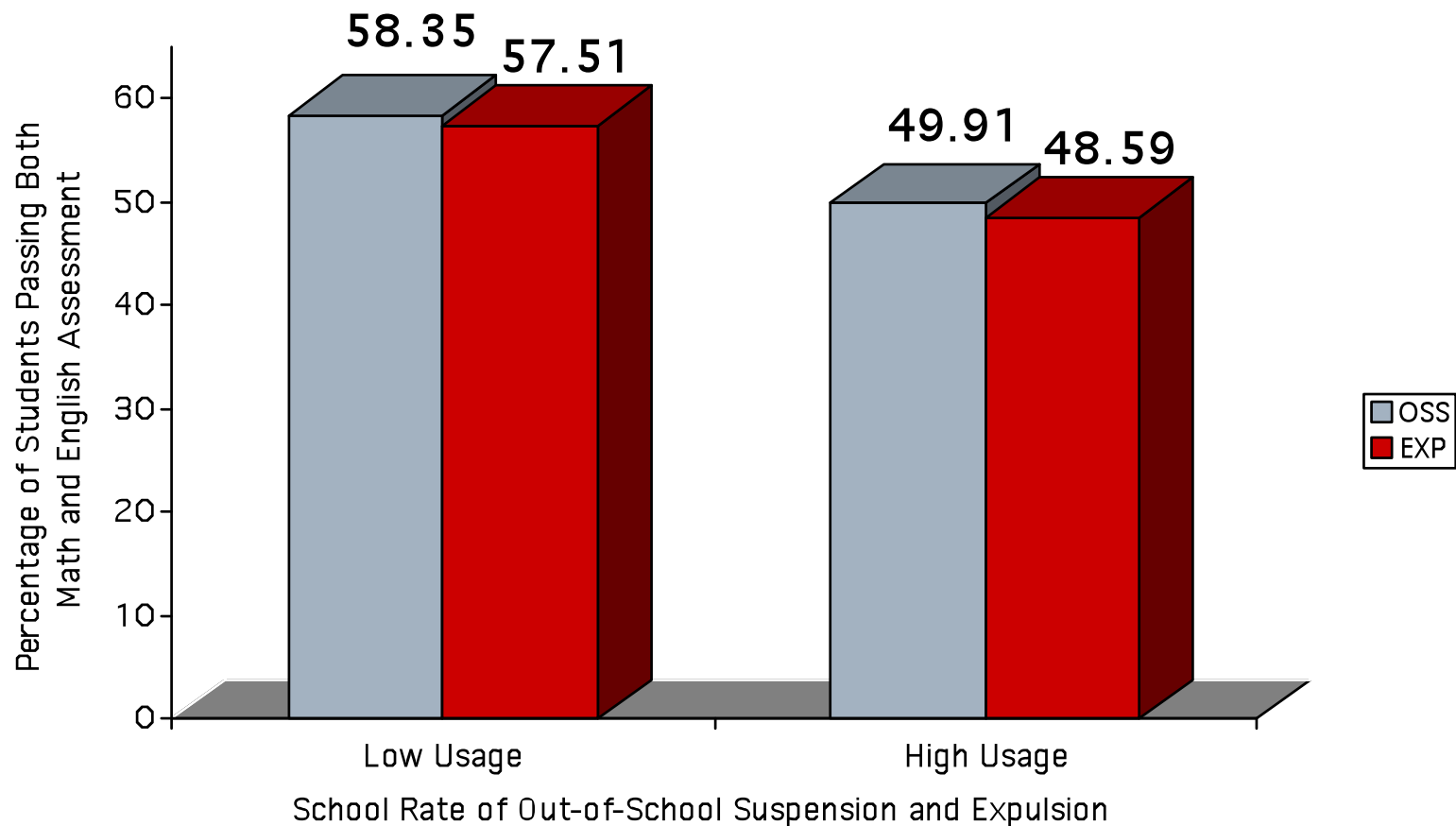


Note: Derived from U.S. Department of Education, 2004

Is Disciplinary Removal Effective?

- ❑ 30-50% of students suspended are repeat offenders
- ❑ Use of suspension correlates with dropout, incarceration
- ❑ Risks of exclusionary discipline:
 - Loss of educational opportunity
 - Increased contact with juvenile justice

Percent Passing ISTEP by School Disciplinary Use (Adjusted for Demographic and Economic Indicators)



Alternative Explanations of Disciplinary Disproportionality

- ❑ Disproportionality is related to SES
 - SES and disproportionality correlate, but...
 - Effects of race remain after control
- ❑ Do black students misbehave more?
 - No supporting evidence
 - May in fact be treated more severely for same offenses

What Behaviors are Students Referred For? By Race

Of 32 infractions, only 8 significant differences:

- White students referred more for:
- Smoking
 - Vandalism
 - Leaving w/o permission
 - Obscene Language

- Black students referred more for:
- Disrespect
 - Excessive Noise
 - Threat
 - Loitering

What Else Might Be Causing Disciplinary Disparities?

- ❑ Classroom management?
- ❑ Cultural disparities?
- ❑ Influence of stereotypes?

Can PBIS Reduce Disproportionality?

- ❑ “...systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students”
- ❑ Findings:
 - Schools can implement with fidelity
 - Decreased rates of ODR's
 - Students benefit from FBA-based positive behavioral interventions
 - Improvements in student behavior & school climate are related to improvements in academic outcomes

How Do We Create Change with PBIS?

- ❑ Look at the data
- ❑ Make meaning of the data
- ❑ Develop an intervention
- ❑ Evaluate

How Do We Create Change with PBIS?

- ❑ Look at the data

A National Database for Exploring Disproportionality

- ❑ 2005-06 Academic Year
- ❑ 436 Elementary and Middle Schools in 17 States
 - Implementing PBS at least 1 year
- ❑ 180,670 students
- ❑ 372,642 Office Discipline Referrals

Effective Disciplinary Systems: What We Assume

- ❑ Effective disciplinary systems should
 - Scale disciplinary consequences in proportion to seriousness of offenses, AND
 - Be proportional across racial categories, since there is no data to support any other distribution

General Conclusions & Implications

- ❑ Disproportionality begins at referral
- ❑ Administrative consequences appear to be distributed rationally in general
- ❑ But when disaggregated, see significant disproportionality
- ❑ African American and Latino students more likely to receive harsher punishment for same ODR
 - Esp. for minor misbehavior

How Do We Create Change with PBIS?

- ❑ Look at the data
 - How great are racial/ethnic disparities?
 - In what infractions? In what consequences?
- ❑ Make meaning of the data

The BC Problem-Solving Framework

- ❑ Problem Identification
- ❑ Problem Analysis
- ❑ Plan Implementation
- ❑ Evaluation

The Difficulty of Talking About Race

“When you say minorities, are you, what are you speaking of?...[*INTERVIEWER: Ethnic and racial minorities*]...Oh....OK...Alright...We have like...I guess we have about half and half. I don’t know that I’ve ever really paid attention to it .”

--Classroom Teacher

WHY BUSH FAILED • CHILDREN OF THE STORM

Newsweek

September 19, 2005

newsweek.msnbc.com

POVERTY,
RACE
& KATRINA

Lessons of
A National
Shame

By Jonathan
Alter

PHOTOGRAPH BY CHARLIE VAILLY-SIPA



1-year-old Faith Figueroa, rescued from her flooded home in the Lower Ninth Ward, New Orleans

Perspectives on Katrina: Washington Post/ABC News Poll, 9/13/05

Q: Overall, do you think problems with the hurricane relief effort are or are not an indication of racial inequality in this country?



No opinion not shown.

Differential Reactions of Black and White Respondents to National Polls on Incidents Involving Race

Incident & Question	African-American Respondents (%)	White Respondents (%)
Reactions to Pastor Jeremiah Wright comments: <i>Should Barack Obama leave Rev. Wright's church in the wake of Wright's comments about race?</i> (Rasmussen Reports, 2008)	16%	46%
Jena 6 case: <i>The six black teenagers in the Jena, Mississippi case were treated unfairly by the legal system</i> (CNN/Opinion Research Corp Poll.(Diversity Inc., 2007))	79%	33%
Hurricane Katrina: <i>Did poverty and race affect hurricane protection?</i> (ABC News/Washington Post, 2005)	71%	28%
O.J. Simpson verdict: <i>From what you've heard, do you think O. J. Simpson murdered Nicole Brown Simpson and Ronald Goldman?</i> (Dateline NBC, 2004)	29%	87%
Trial of Policemen in Rodney King case: <i>The guilty verdicts in the Rodney King Trial were not enough.</i> (USA Today/CNN/Gallup Poll (Jet, 1993))	55%	21%

What is Our Theory?

- Poverty?
- Deficits in classroom management?
- Negative community influences?
- Lack of cultural competence?
- Negative peer culture?
- Historical discrimination?

How Do We Create Change with SPBIS?

- ❑ Look at the data
 - How great are racial/ethnic disparities?
 - In what infractions? In what consequences
- ❑ Make meaning of the data
 - Must represent *all* groups and perspectives
 - What are the cultural differences?
- ❑ Develop an intervention

6,500 schools try different approach

DISCIPLINE:

CONTINUED FROM PAGE 1

than would be expected from their proportion of the student population.

In 21 states—Illinois among them—that disproportionality is so pronounced that the percentage of black suspensions is more than double their percentage of the student body. And on average across the nation, black students are suspended and expelled at nearly three times the rate of white students.

No other ethnic group is disciplined at such a high rate, the federal data show. Hispanic students are suspended and expelled in almost direct proportion to their populations, while white and Asian students are disciplined far less.

Backgrounds a factor?

Yet black students are no more likely to misbehave than other students from the same social and economic environments, research has found.

Some impoverished black children grow up in troubled neighborhoods and come from broken families, leaving them less equipped to conform to behavioral expectations in school. While such socioeconomic factors contribute to the disproportionate discipline rates, researchers say that poverty alone cannot explain the disparities.

"There simply isn't any support for the notion that, given the same set of circumstances, African-American kids act out to a greater degree than other kids," said Russell Skiba, a professor of educational psychology at Indiana University whose research focuses on race and discipline issues in public schools.

"In fact, the data indicate that African-American students are punished more severely for the same offense, so clearly some-



Photo for the Tribune by Andrew Loehman
Texas teacher Sheila Carver works with children at Pickle Elementary School in Austin, where a program based on encouraging positive pupil behaviors rather than punishing negative ones has helped reduce disciplinary referrals to 20 last year from 520 in 2001-2002. The school serves mostly Hispanic and black children.

PBIS at Chee-Dodge Elementary

- ❑ Yahtahey, NM; 99% Dine
- ❑ Elements of program
 - Made Dine language a central part of PBS
 - *PAWS*: Developed culturally competent lessons
- ❑ Results
 - 80% of surveyed students knew expectations
 - High score on Self-Assessment Form
 - 0.12 ODR's per day per 100 students (3rd lowest in NM)--less than half national mean rate

Development of CR-PBIS: The Indiana CRC Task Force

❑ Definition

- Culturally responsive PBIS integrates evidence-based findings concerning effective implementation of SW-PBS with culturally responsive practice, resulting in perspectives, instruction and interventions which promote equal access to learning and success.

(OSEP, ????)

CR-PBIS Training Plan

- ❑ School Year 2007-2008
 - Development of school based trainings in CR-PBIS
 - Filtering activities and information from trainers to school based practitioners
- ❑ School Year 2008-2009
 - Expanding training to other school districts in the state

2007-2008 Pilot Study

- ❑ Introduced a CR-PBIS model into two schools
 - Schools already had previous training in PBIS
- ❑ School Demographics
 - Meadowcreek Elem.
 - 52 % Black, 29 % White, 13% Hispanic, 6% Multiracial
 - 85% Free lunch
 - Rolling Hills Elem.
 - 44% Black, 28% White, 19% Hispanic, 9% Multiracial
 - 89% Free Lunch

CR-PBIS Training Content

- ❑ Training of PBIS trainers in Cultural Responsiveness
 - Training in summer 2007
 - 6 weeks
 - 20 hrs a week
 - Gaining a common understanding/language of cultural responsiveness
 - Conversations about Race
 - Text-based discussions
 - Reflecting on one's own & other's culture

Meadowcreek Core Expectations

Team Building

Respectful

Safe

Trustworthy

Problem Solver

Kind

Character

Accountable

Responsible

Honest

Personal Best

Active Listeners

Choices

Excellence

Peacemaker

Empathy

Personal Best

Truthful Fair

Caring

Proud

Working together



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Schoolwide Adoption of SHAPE

- ❑ Staff vote
 - Safe, Honest, Accountable, Peacemaker, Excellence
- ❑ Developed lesson plans and expectations for different areas
 - Hallway
 - Restroom
 - Classrooms
 - Bus/cafeteria/etc.

HALLWAY EXPECTATIONS AND PROCEDURES

Setting:	Safe	Honest	Accountable	Peacemaker	Excellence
Hallway	In a straight line and behind Walk on the right side	Straight to Destination	Hold your hands Keep eyes forward	Keep Personal Space	Being in SHAPE Level 0 Voice

Classroom Expectations

Good Choices:

- 1. Be on task
- 2. Follow directions
- 3. Be kind

Poor Choices:

- 1. Talking
- 2. Out of seat
- 3. Interrupting
- 4. Disrupt
- 5. Making Others

Consequences:

Green: Reminder

Green: Warning

White: Timeout

Yellow: Out with parent

Orange: "Out & Separate"

(removed from all P.A. Privs)

Red: Out of room/Office

Claudia

Layla

Tia

Christopher

Lupita

Chloe

Myra

Trinity

Educator Perspectives

I am spending much more time teaching and much less time **AND ENERGY** with constant and creative classroom and individual student management in the room. I realize much of this is due to the students in my room this year, but the focus on the positive helps attitudes both the students attitudes and my own!

I feel this being the second year has had a tremendous impact schoolwide as well, students know what it means to be in **SHAPE** and the procedures of the building. The consistency is a huge key!

First Grade Teacher

Meadowcreek Beliefs

1. All students will learn.
2. All staff members strive for excellence in instruction, collaborate with peers, and constantly strategize ways to raise levels of student achievement.
3. All students strive for excellence in learning.
4. All students and staff members foster positive relationships and promote a school community that values diversity, civility, and respect.
5. All students and staff members demonstrate behavior that reflects the six pillars of Character Counts (*Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship*).
6. Students, staff, parents, patrons, the district, and the community support the implementation of school improvement plans (*Restructuring and PL 221/SIP/SWP*).

Cultural Context for Instruction at Meadowcreek Elementary

- Vary teaching strategies
- Use cooperative learning especially for material new to the students
- Assign independent work after students are familiar with concept
- Use role-playing strategies
- Provide various options for completing an assignment
- Bridge cultural differences through effective communication
- Teach and talk to students about differences between individuals
- Show how differences among the students make for better learning
- Attend community events of the students and discuss the events with the students

Recommendations for Incorporating Culture into Instruction at Meadowcreek

- ❑ Scaffold student learning through Instruction, Modeling, Guided Practice, and Independent Practice
- ❑ Provide opportunities for collaborative work and partnerships
- ❑ Incorporate movement, student choice, short breaks, and variety for student engagement
- ❑ Use songs, rhythms, and rhymes to teach curriculum
- ❑ Create visual aids and games to meet the needs of a variety of learners
- ❑ Differentiated Instruction

How Do We Create Change with PBIS?

- ❑ Look at the data
 - How great are racial/ethnic disparities?
 - In what infractions? In what consequences
- ❑ Make meaning of the data
 - Must represent *all* groups and perspectives
 - What are the cultural differences?
- ❑ Implement *culturally responsive* intervention
 - How might we need to adapt PBIS for *our* population
- ❑ Evaluate

ALDWELL

MRS. STEPHENSON

Safe

Honest

Responsible

Peaceable

Gracious

SECOND GRADERS PLEDGE TO STAY IN shape!

Marcus

Roni

Leo

Miss Cope

Angelio

JAKOB

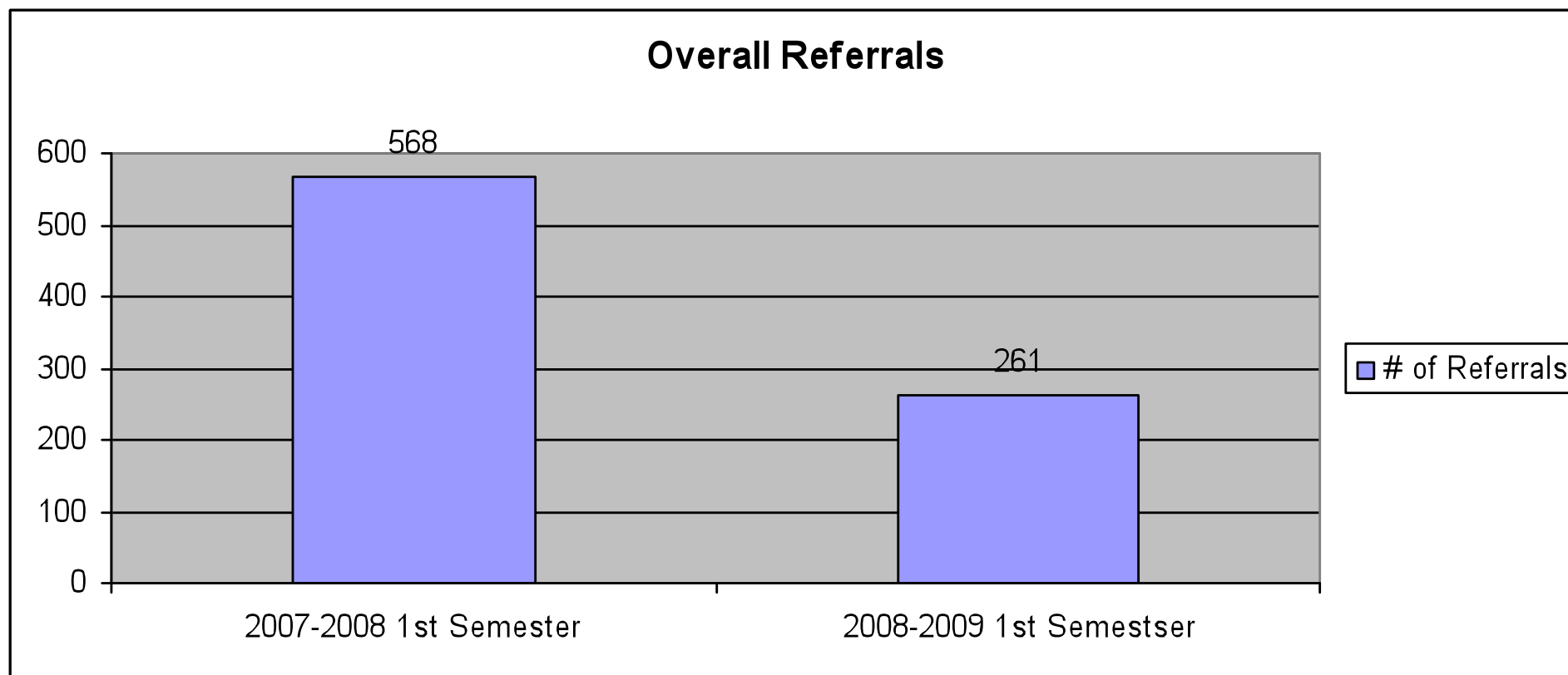
Ansel

Noah

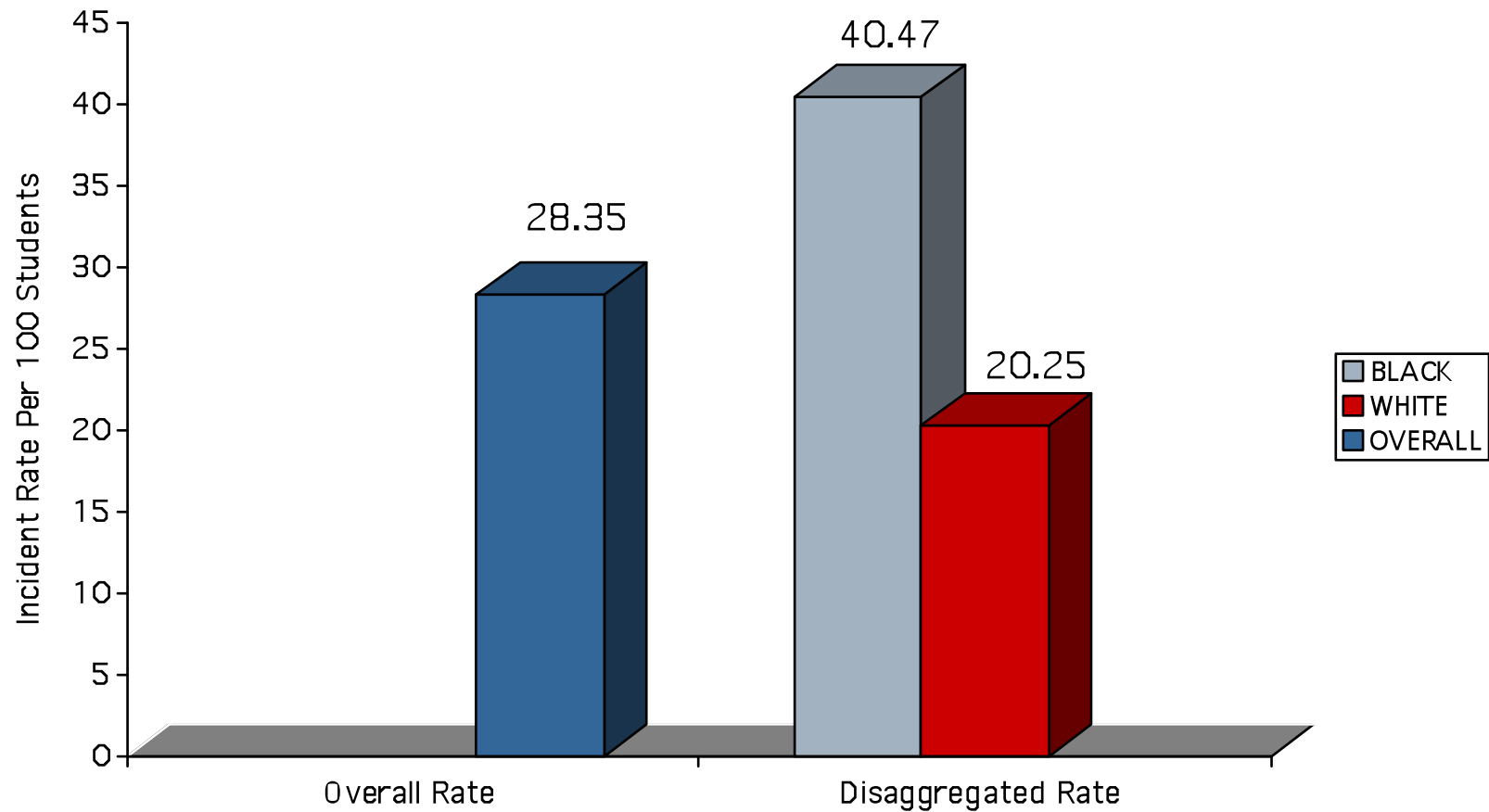
Maria

2007-2008 vs. 2008-2009

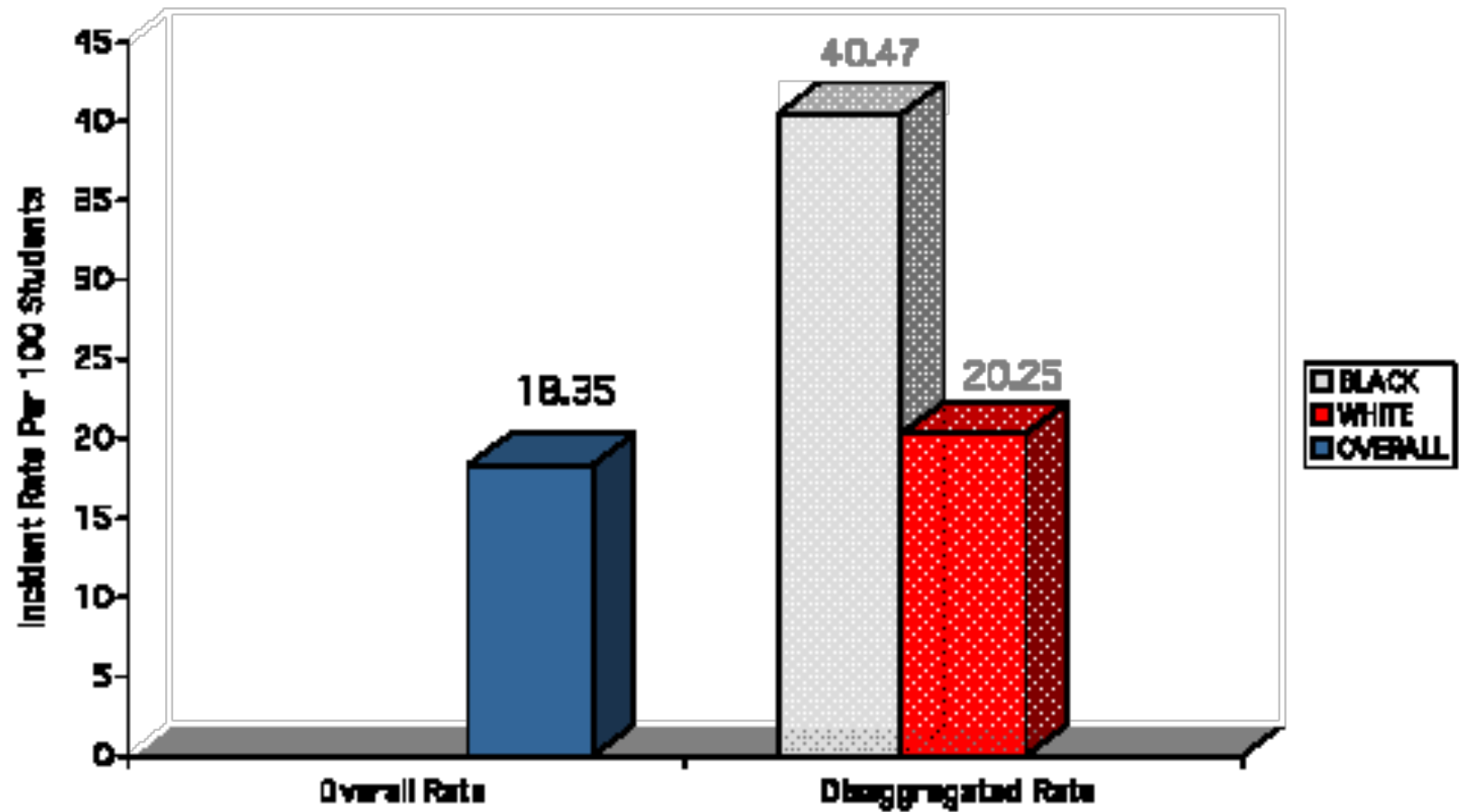
1st Semester



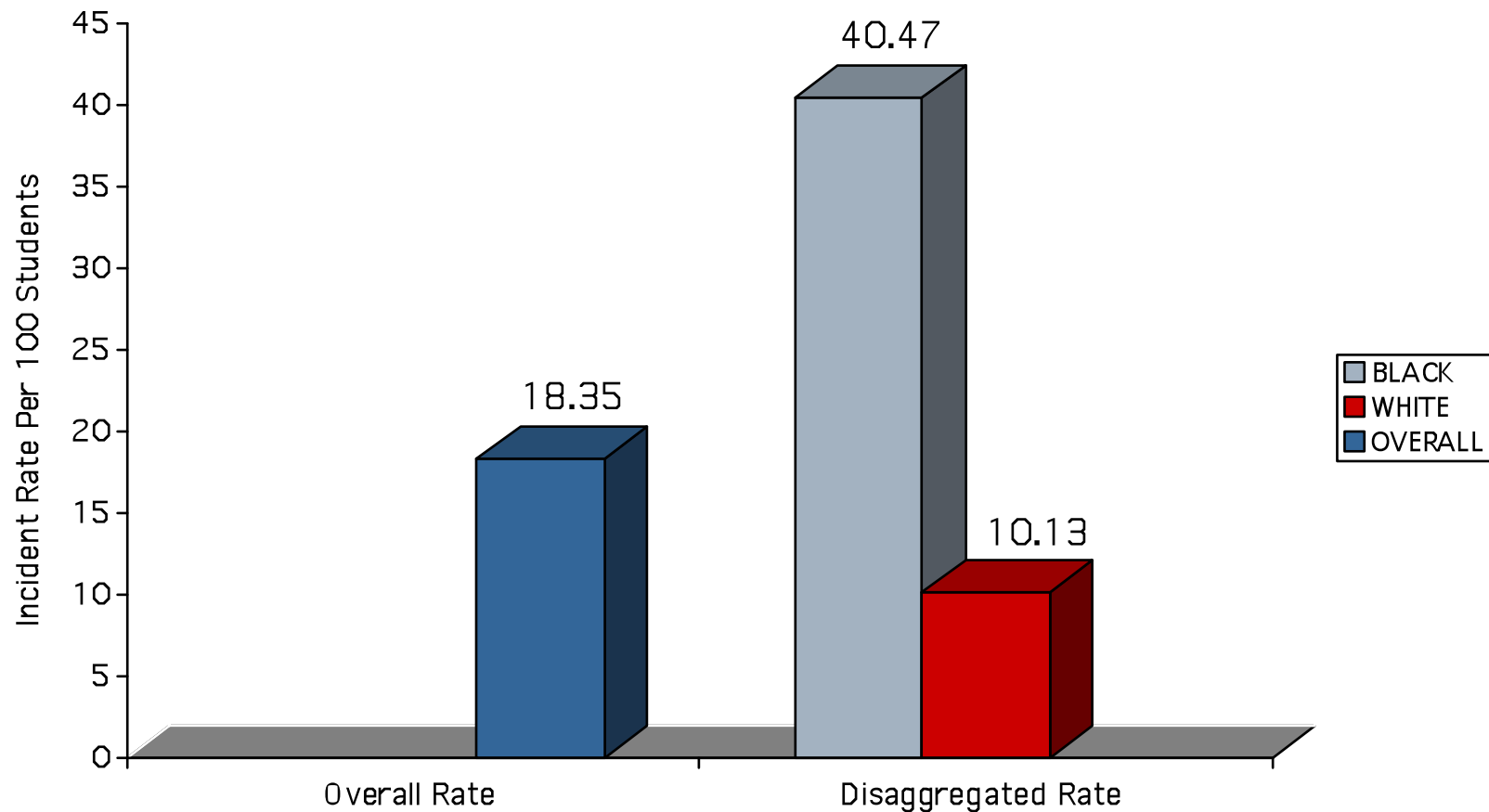
Discipline Rates



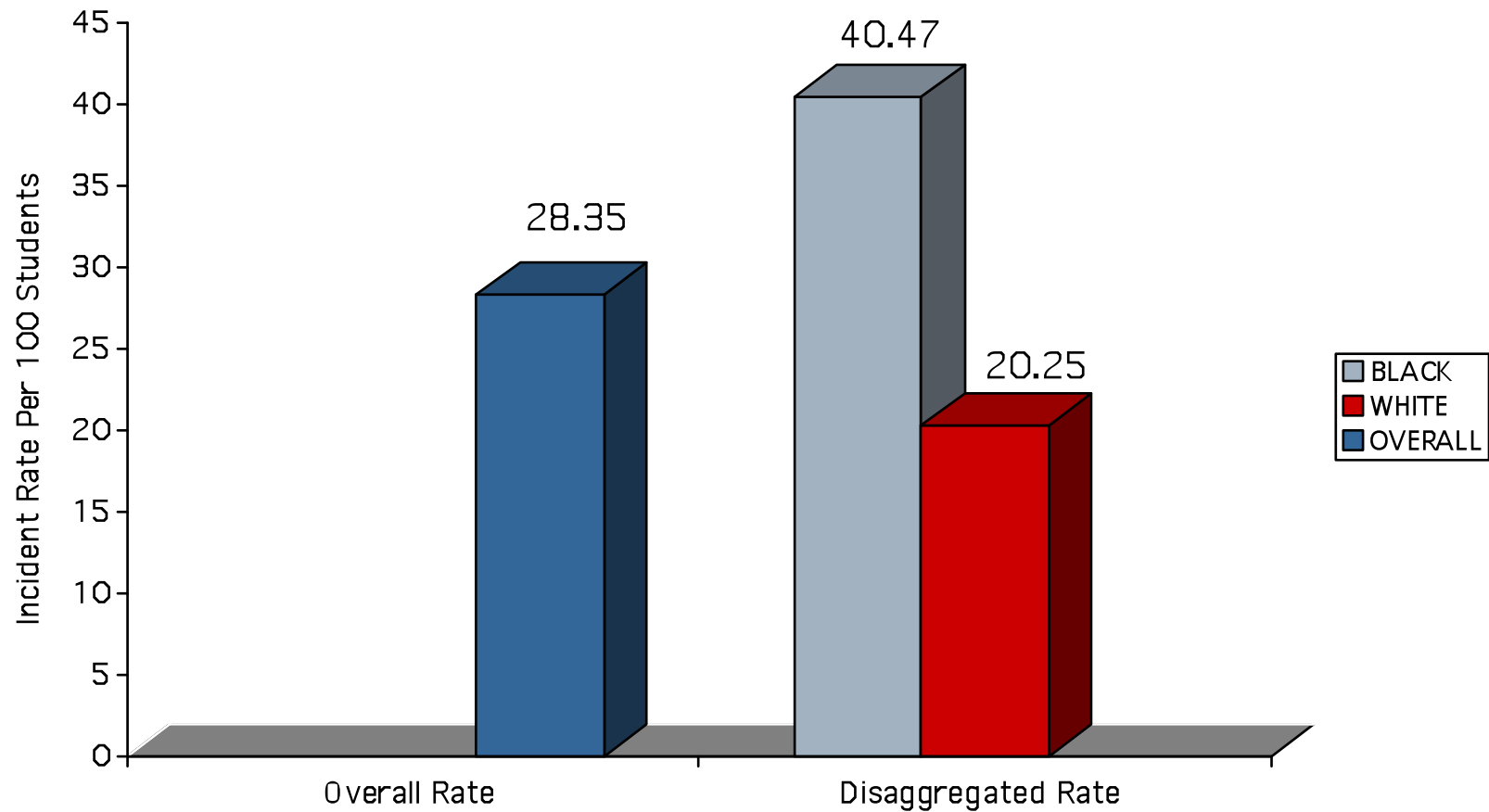
Discipline Rates



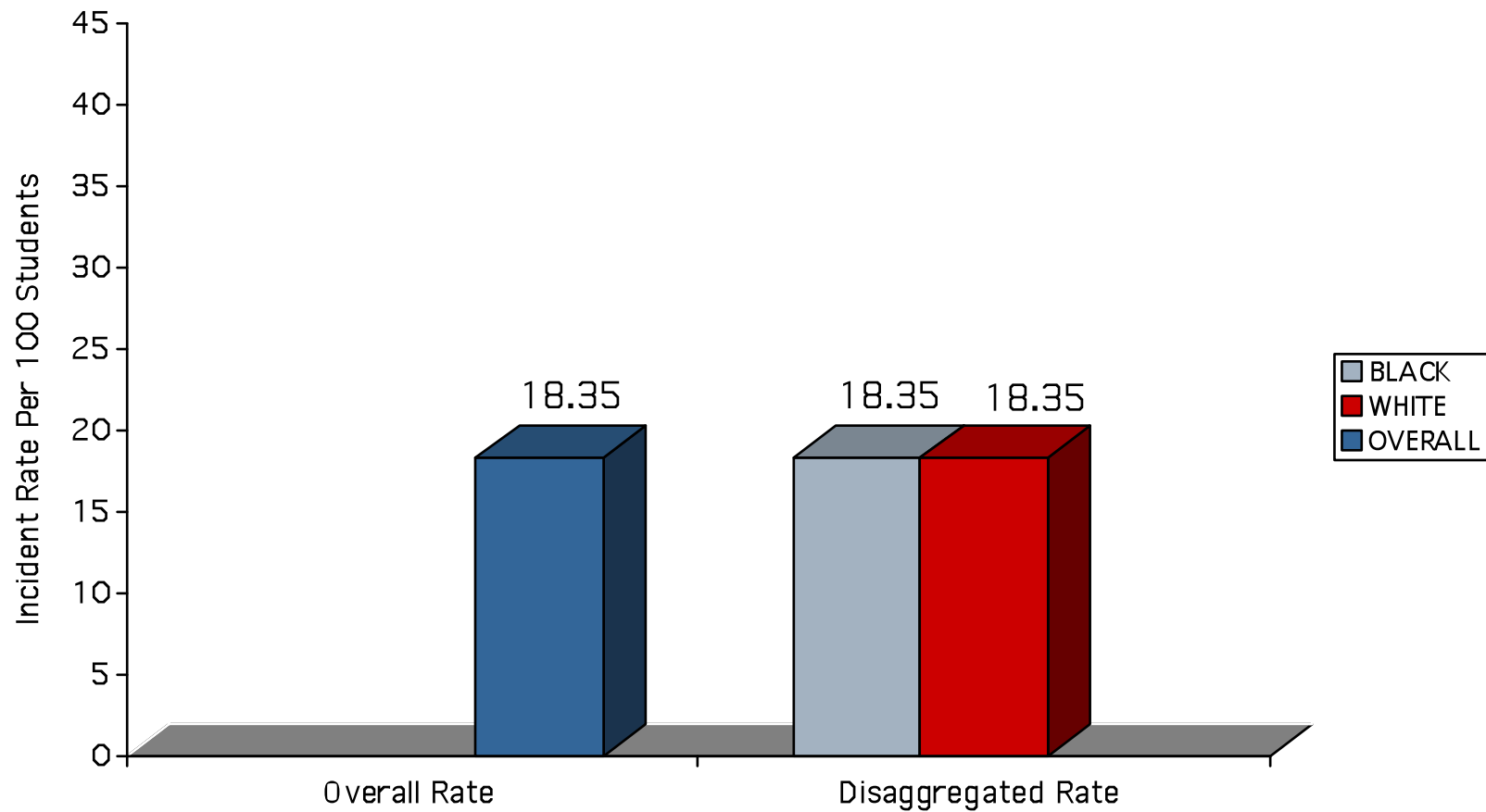
Discipline Rates Disaggregated



Discipline Rates



Discipline Rates: Equity



We're Not Just Making This Up

	Total ODRs	ODRs per 100 students	Risk Index AA	Risk Index White	RR AA
Middle School #1					
2004-05	1738	204.47	75.90	41.18	1.84
2006-07	1080	124.00	71.43	31.51	2.27
Middle School #2					
2004-05	2150	318.52	85.88	32.39	2.65
2006-07	805	115.83	54.93	26.88	2.04

Data Source: SWIS Ethnicity Reports

PBS Indiana: Our Goal

“To develop and establish a sustainable statewide network of culturally responsive Positive Behavior Supports”

❑ Requirements:

- Development of six model sites
- Ability to address culture, achievement, dropout rates, parent involvement, LRE
- Work with out-of-compliance schools



Resource Center Components

National, State Advisory Board

PBS, CR, CSR experts
Help design IN-PBS Framework

Web-based Modules, Webinars

Topical areas: Classroom management &
instruction, PBIS, culture
Interactive
Built-in evaluation

Coordinate Research and Policy

Evaluate IN-PBS impact on reform
components



Resource Center Components

Six emerging model sites

Regional Training and Coaching
Model

Integrated framework (PBS/CR/CSR)

Regional Scale up Model

Needs-based Implementation

IN-PBIS Assessment Tools

Tailor PD and TA to identified needs

Guiding Assumptions of PBIS Indiana

- ❑ PBIS *can* be used to address disproportionality, but
 - Data must be disaggregated
 - Issues of race, ethnicity, & culture must be made explicit
 - Cultural responsiveness and PBIS cannot be separated
 - We will learn *a lot*

Websites:

- ❑ *Suspended Education*
 - <http://www.splcenter.org/get-informed/publications/suspended-education>
- ❑ Equity Project at Indiana University
 - ceep.indiana.edu/equity
- ❑ Educational Researcher Series
 - <http://edr.sagepub.com/content/vol39/issue1/>
- ❑ APA Zero Tolerance Report
 - <http://www.apa.org/ed/cpse/zttfreport.pdf>

For Further Information:

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